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ABSTRACT

This competency listing presents the 42 employability and occupational, personal and family management, civic and social responsibility, and aesthetic and humanistic appreciation skills that are needed by secondary special education students, as they were determined during the Michigan Life Role Competencies (MLRC) Project. (The MRLC Project was an undertaking designed to provide a framework for studying the secondary school curriculum, for verifying student attainment of life role skills, and for exploring ways to improve all Michigan secondary schools.) Included in the first section of the listing are eight skills and subskills dealing with such areas of employability and occupational preparation as using communications, mathematics, and critical thinking skills; understanding the roles that values and attitudes play in employment; comprehending career requirements for areas of personal choice; and determining career opportunities that are consistent with individual abilities and values. The second section outlines 12 different skills and the various subskills of these that secondary school students will need to master if they are to meet their eventual civic and social responsibilites. Enumerated in the third section are the 14 areas in which students must develop skills in order to develop adequate aesthetic and humanistic appreciations. The final section presents the eight skills and numerous subskills that were identified in the study as being essential to personal and family management. (MN)

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MICHIGAN LIFE ROLE COMPETENCIES

Special Education Edition

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INTRODUCTION

I. Background

A common goal of Michigan education is the preparation of students for adult living. The Michigan Life Role Competencies Project (MLRC) is a developmental effort to affirm our commitment to this goal and to help educators examine the relevance and adequacy of public secondary education.

The MLRC Project was designed to provide a framework for studying the secondary school curriculum, for verifying student attainment of life role skills, and for exploring ways to improve all Michigan secondary schools. MLRC project activities were conducted to refine the framework and to provide ideas and materials useful for life role education.

In 1975, after the development and the State Board of Education approval of the minimum performance objectives in various subject areas for the elementary and middle school levels, the question was posed by the State Board of Education, "What should be considered reasonable student expectations for the high school level?" In addition, the Board members asked what competencies should students be expected to demonstrate as a result of graduation from high school.

In response to these questions, the State Board of Education appointed a referent group of about fifty persons representing various sectors of Michigan society. The group was asked to identify appropriate secondary school expectations.

The work of the referent group was based on four premises:

1. Students should have attained competency in the basic skills by the end of grade nine.

2. There exist competencies of a higher order than basic skills proficiency which are necessary to effective adult living.

3. Competencies essential to effective adult living transcend traditional curriculum boundaries.

4. Competencies essential to adult living can be identified.

To facilitate the task of delineating the competencies needed to function well in life, the referent group decided to focus on four areas of life roles:

1. Employability and Occupational Skills

2. Personal and Family Management

3. Civic and Social Responsibilities

4. Aesthetic and Humanistic Appreciations

Within each of the four life role areas, the group identified a set of "Life Role Competencies" which they judged as being both appropriate expectations for high school graduates and necessary to effective functioning within the identified life role area.

2. Developing the MLRC Materials

During the 1977-78 school year, the MLRC project moved from the state of study and discussion to development. Fourteen Michigan school districts representing various geographical areas and community types were involved in this phase. The activities were based on a set of forty-four competencies approved by the State Board of Education. These competencies were refined through the development of component statements and performance objectives. These objectives added clarity and specificity to the competency statements. Other activities included constructing sample test items for each objective, developing test booklets for each life role area, and field testing items and content materials. Each district reviewed the products being developed, and their representatives contributed constructive ideas for material revision and improvement.

3. Defining Life Role Competencies

Within each area of the MLRC framework, specific life role competencies were identified. A life role is a pattern of thought and action typifying functional adult living. A competency is an indicator of successful performance. A life role competency refers to a range of knowledge and skill interactions believed essential to adult living. The focus, and hence, the emphasis goes beyond "minimal" functional skills to include skills that will help students lead effective and successful adult lives.

The competency statements describe the domain of skills and understandings contained within adult life role areas. These role descriptions are further delineated and elaborated by a series of component statements which clarify various aspects of each life role. Then, each component is reduced to a series of specific knowledge-skill combinations called performance objectives. The competencies, components, and performance objectives together portray the scope, depth, and complexity of the adult experience within the four life role areas. In this sense, the MLRC model is more realistically related to adult life role preparation than models restricted to basic skills or minimal skills or even survival skills. The model is also appropriate for guiding the education of students enrolled in grade 10, 11, or 12 as well as for the older students found in programs such as Adult Basic Education and neighborhood education groups.

The competencies. components, and performance objectives are further refined through test items and content materials. Each performance objective is accompanied by a sample test item. The item illustrates one approach to testing the objective and also demonstrates the measurability of the objective. The performance objectives are also the basis

for the collection, construction, and organization of a range of curriculum content materials. Published under a separate cover, these content materials offer suggestions which may be useful to the classroom teacher working with the MLRC.

4. Summary Description of the MLRC Areas.

a. Employability and Occupational Skills:

It is generally agreed that schools can and should prepare students for economic independence. As the diversity of students increases and the nature of work possibilities expand, the schools have broadened their responsibility from preparing students only for advanced learning to include providing specific vocational and technical programs. This life role area is intended to help students explore, select, prepare for, and gain needed skills and understandings to begin successfully for the occupational experiences of their adult lives.

b. Personal and Family Management:

This area covers skills necessary for achieving a rational and satisfying personal and family life. It includes skills and understandings needed for personal satisfaction and successful family living and recognizes a growing awareness and understanding of the ways individuals experience their lives personally and as family members. A satisfying personal and family life is considered important to the personal pursuit of happiness.

c. Civic and Social Responsibilities:

The relationship between democratic rule and public education demands that the school be a primary means of achieving an enlightened populace. This is a necessary condition for the continuation of democracy, for the preservation of individual freedom and independence, and for the achievement of improved social conditions. The specific competencies for this area are designed to help prepare students for responsible entry into the adult world of civic and social activity.

d. Aesthetic and Humanistic Appreciations:

Aesthetic experiences and humanistic concerns, familiar aspects of American life and public education, enrich our lives and give expression to our search for meaning. This area encompasses the creative dimensions of life and includes a variety of leisure activities. The competencies are designed to help students develop their capacities for the exploration of their world, to sharpen and expand their perceptions, and to understand with greater clarity the significance of their lives. The inclusion of this area represents a commitment to affective and leisure-time concerns as a necessary part of a balanced public school curriculum.

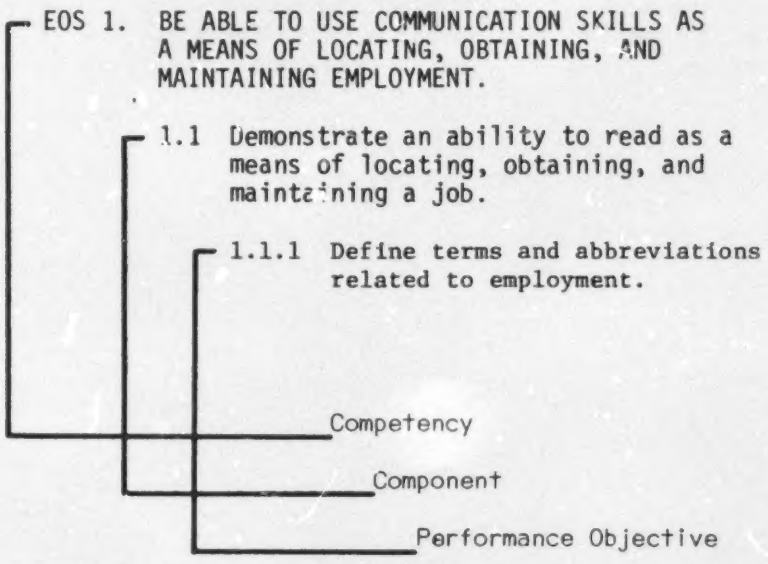
5. Developing the Special Education Edition

During the 1981-82 school year, a committee of Special Education specialists, representing intermediate school districts, local school districts and universities, reviewed the entire set of performance objectives, components, and competencies that had been developed earlier for statewide use with general education students at the high school level. The Special Education committee was asked to identify those objectives that are considered essential for special education students to achieve in order to lead an effective and successful life in today's multi-faceted society.

To focus their task, the committee decided to identify essential life skills for students in the following special education categories:

Visually Impaired
Hearing Impaired
Learning Disabled
Emotionally Impaired
Physically or Otherwise Health Impaired
Educable Mentally Impaired

Within this document, a complete list of the competencies, components, and objectives selected by this committee is given. For each life role area, the competency statment is listed first, then the component statements under which are listed the more specific objectives. For example:


EOS 1. BE ABLE TO USE COMMUNICATION SKILLS AS A MEANS OF LOCATING, OBTAINING, AND MAINTAINING EMPLOYMENT.
1.1 Demonstrate an ability to read as a means of locating, obtaining, and maintaining a job.
1.1.1 Define terms and abbreviations related to employment.
Competency
Component
Performance Objective

EMPLOYABILITY AND OCCUPATIONAL SKILLS

In life role education, a distinction exists between employment and occupation. The major focus of this area is on productive work, which may or may not be remunerative. Within the domain of work, employment refers generally to regularly performed activities for which the individual is financially compensated by wages or salary. Occupation, however, refers more generally to the productive work activities which comprise the principal business of an individual's life. For example, though not employed, a mother staying home might accurately state that homemaker is her occupation.

The content of this life role area addresses various facets and stages of the work experience. One major focus of this area is on preliminary exploration of individual work preferences. Students are encouraged to explore personal skills, aptitudes, and values for a range of occupations. Students should examine their own individual talents, potential for growth, and desire for satisfaction and relate these to various occupations. Students are also given the opportunity to begin their search for specific jobs and occupations and to begin planning for acquiring specific training and education consistent with work goals.

A second aspect of employment and occupational education involves the knowledge and skills related to finding work. Students learn how to construct letters of inquiry, letters of application, and resumes. They learn to read employment listings, to use public and private employment services, to initiate telephone inquiries, and to fill out applications. They are also given instruction useful to the personal interview.

Another important focus is on skills involved in maintaining a position or advancing in a chosen work area. Educational attention here is directed toward ways of handling stress, developing successful work relationships, communicating effectively, accepting praise and criticism, and assessing personal satisfaction.

Students are also encouraged to examine work experiences from varying perspectives. For example, students consider income in relationship to the time and expense involved in special training, preferences in life style, personal and family needs, and income tax procedures. Students gain knowledge of the legal aspects of the working world. They learn how to discover or anticipate advantages and limitations associated with various work activities.

That most people work and that most people desire personally satisfying work are two basic assumptions underlying this life role area. Implicit here are the beliefs that (1) the school can and should help students acquire the skills and understandings essential to effective entry into the world of work; and (2) the school can help students integrate personal wants and needs with chosen work activity.

EOS 1. BE ABLE TO USE COMMUNICATION SKILLS AS A MEANS OF LOCATING, OBTAINING, AND MAINTAINING EMPLOYMENT.

1.1 Demonstrate an ability to read as a means of locating, obtaining, and maintaining a job.

1.1.1 Define terms and abbreviations related to employment.

1.1.3 Define abbreviations used in the help-wanted ads of a newspaper.

1.1.4 Interpret job advertisements from a trade journal.

1.1.5 Identify special job qualifications implicitly required in a job description.

1.1.6 Interpret job listings from a placement bulletin.

1.1.8 Identify the job requirements in a help-wanted ad.

1.2 Demonstrate an ability to write as a means of locating, obtaining, and maintaining a job.

1.2.1 Demonstrate the ability to use job-related terms.

1.2.2 Demonstrate the ability to fill in the information required on a job application form.

1.2.4 Demonstrate the ability to write a situation-wanted ad for the classified section of a local newspaper.

1.2.5 Demonstrate the ability to fill out a Social Security application form.

1.2.6 Demonstrate the ability to prepare a personal data sheet.

1.2.7 Demonstrate the ability to write a letter of application for a job.

1.3 Demonstrate an ability to listen as a means of locating, obtaining, and maintaining a job.

1.3.2 Demonstrate the ability to follow directions given orally in a job situation.

1.3.3 Identify the main idea of an oral presentation.

1.3.4 Analyze the relationship between listening skills and successful employment.

1.4 Demonstrate an ability to speak as a means of locating, obtaining, and maintaining a job.

1.4.1 Enact the procedure of telephoning an employer to request an interview.

1.5 Demonstrate an ability to utilize various media as a means of locating, obtaining, and maintaining a job.

1.5.1 Identify the places where information on jobs can be found by using various media.

1.5.3 Identify possible places to seek a particular job.

EOS 2. BE ABLE TO USE MATHEMATICAL SKILLS AS A MEANS OF LOCATING, OBTAINING, AND MAINTAINING EMPLOYMENT.

2.1 Demonstrate an ability to use computational skills as a means of obtaining and maintaining a job.

2.1.1 Determine the amount of time worked according to a given time card.

2.1.2 Compare the costs and benefits associated with different jobs.

2.2 Demonstrate an ability to use mathematical problem solving skills as a means of obtaining and maintaining a job.

2.2.1 Demonstrate the ability to use mathematical skills required by various occupations.

2.3 Demonstrate an ability to use measurement skills as a means of obtaining and maintaining a job.

2.3.1 Demonstrate the ability to use the measurement tools of a specific trade.

2.4 Demonstrate an ability to estimate financial needs.

2.4.1 Identify the major expenses for which a worker's income should provide (e.g., food, clothing, health care, transportation).

2.5 Demonstrate an ability to compute earnings.

2.5.1 Determine the amount of overtime pay on a given paycheck.

2.5.2 Determine the amount of gross pay on a given time card at a given pay rate.

2.5.3 Determine the amount of net pay on a given paycheck.

2.5.4 Compute the difference in pay resulting from a wage increase.

2.6 Demonstrate an ability to estimate deductions.

2.6.1 Identify the deductions listed on a payroll stub (e.g., federal withholding, FICA, state income tax, health insurance, retirement, union dues, miscellaneous contributions).

2.7 Demonstrate an ability to compute income tax.

2.7.2 Identify the documents needed to complete an income tax form (e.g., contribution receipts, paycheck stubs, W-2 forms, gas receipts, medical receipts, interest forms).

2.8 Demonstrate an ability to compute bills.

2.8.1 Demonstrate an ability to purchase goods and compute the total in a given situation.

2.8.2 Compute the interest rate charged in a given situation.

2.8.3 Demonstrate an ability to compute the amount of change due in a given situation.

2.9 Demonstrate an ability to interpret mathematical data related to employment opportunities.

2.9.1 Compare the salaries of jobs of different educational and/or training requirements.

2.9.2 Select the best of two jobs with regard to financial benefits.

EOS 3. BE ABLE TO USE CRITICAL THINKING SKILLS AS A MEANS OF LOCATING, OBTAINING, AND MAINTAINING A JOB.

3.1 Demonstrate organizational skills needed to locate, obtain, and maintain employment.

3.1.1 Identify the jobs that are available in the community by using the help-wanted ads in a local newspaper.

3.1.2 Develop a personal time schedule to travel to and from work in a specific location.

3.1.3 Select the most appropriate means of transportation to a given job location.

3.1.4 Identify several ways to arrange for a job interview from the information given in a help-wanted ad.

3.1.5 Determine the costs involved in obtaining a job.

3.1.6 Determine the cost of necessities related to a particular job.

3.1.7 Extract the essential information from an inter-office memo or a job manual as it relates to maintaining a particular job.

3.1.8 Identify the steps in the usual course of advancement in a particular career.

3.2 Demonstrate an ability to analyze, interpret, and synthesize data in work-related situations.

3.2.1 Select the most appropriate solution to a job-related problem.

3.2.2 Formulate a possible solution to a job-related problem.

3.2.3 Analyze the positive and negative aspects of a given job.

3.4 Demonstrate an ability to apply decision-making models to work-related problem situations.

3.4.1 Demonstrate the ability to make a decision about a job-related problem.

EOS 4. HAVE A KNOWLEDGE OF EMPLOYER-EMPLOYEE RIGHTS AND RESPONSIBILITIES.

4.1 Demonstrate an understanding of how contracts affect employer-employee rights and responsibilities.

4.1.1 Analyze the responsibilities of the employee in a contractual agreement.

4.1.2 Identify the rights and benefits of the employee in a contractual agreement.

4.1.3 Identify the procedures for recourse which are available to an employee whose employer has violated a contract.

4.1.4 Analyze the rights and responsibilities of an employer in a contractual agreement.

4.1.5 Identify the procedures for recourse which are available to an employer whose employee has violated a contract.

4.1.6 Identify the principal parts of a legal contract.

4.2 Demonstrate a knowledge of laws related to employer-employee rights and responsibilities.

4.2.2 Identify the services and benefits provided by laws related to Social Security.

4.2.4 Identify employment-related incidents that constitute violations of an individual's civil rights.

4.2.5 Specify the conditions under which an individual would be eligible for worker's compensation.

4.3 Demonstrate a knowledge of agencies dealing with employer-employee relationships.

4.3.2 Demonstrate the ability to communicate with an agency that deals with employer-employee problems.

4.3.3 Identify the services available to handicapped persons from specific social and labor agencies which deal with employer-employee problems.

4.4 Demonstrate an ability to use channels of communication in employer-employee relationships.

4.4.2 Identify the proper channel of communication to use in solving an employer-employee problem.

4.4.3 Identify the ways in which an employee can request a pay increase in an employer-employee conference.

4.4.4 Identify ways in which an employee can communicate a personal desire for advancement in an employer-employee situation.

4.4.5 Identify the ways in which an employee can request an evaluation in an employer-employee situation.

4.5 Demonstrate an understanding of employer-employee rights and responsibilities related to safety.

4.5.2 Identify the rights and responsibilities of the employer and the employee regarding safety.

4.5.3 Specify the health and sanitation procedures necessary for good working conditions.

4.5.4 Identify the rights and responsibilities of the employer and employee regarding health and sanitation.

4.6 Demonstrate an understanding of how unions affect employer-employee rights and responsibilities.

4.6.1 Identify the rights, responsibilities, and benefits of the employer and the employee in a union contract.

4.6.2 Identify the role and the functions of labor unions.

4.6.4 Identify the trade and technical association(s) related to a specific job.

EOS 5. UNDERSTAND THE ROLES THAT VALUES AND ATTITUDES PLAY IN EMPLOYMENT.

5.1 Demonstrate a knowledge of the skills and aptitudes needed to obtain and maintain different types of employment.

5.1.1 Identify the skills needed to obtain and maintain a particular job.

5.1.2 Identify the factors that affect the outcome of seeking a job.

5.1.3 Select the jobs which correspond to specific interests, skills, and abilities from the help-wanted section of a local newspaper.

5.1.4 Analyze the relationship between personal traits and job performance.

5.2 Demonstrate the behaviors necessary for a successful job interview.

5.2.1 Identify behaviors appropriate to a job interview situation.

5.2.2 Demonstrate the appropriate behaviors in a simulated job interview.

5.2.3 Identify activities that lead to a job interview.

5.2.4 Identify the ways in which an individual can prepare for a job interview.

5.2.5 Identify the personal qualities necessary for a successful job interview.

5.3 Demonstrate an understanding of appropriate attitudes and behaviors needed to obtain and maintain employment.

5.3.1 Demonstrate a knowledge of techniques for resolving job conflicts.

5.3.2 Analyze the relationship between personal attitudes and job performance.

5.3.3 Demonstrate an understanding of the importance of behaviors which an employer expects of an employee.

5.4 Demonstrate an understanding of the relationship between occupation and life style.

5.4.1 Identify vocational interests which are compatible with particular life styles.

5.4.2 Identify occupations which are compatible with personal needs and values.

5.5 Demonstrate an understanding of factors which relate to job success, advancement, and mobility.

5.5.1 Demonstrate an understanding of the importance of good health and appearance in maintaining a job.

5.5.3 Identify the positive and negative aspects of one's personal job competencies.

5.5.4 Analyze the relationship between time and attendance records and job advancement.

5.6 Demonstrate an ability to evaluate alternative actions for each person involved in job-related conflicts.

5.6.1 Recognize the alternative actions available to persons involved in a job-related conflict.

5.6.2 Identify the reasons for job dissatisfaction in specific situations.

5.6.3 Identify possible solutions for job-related conflicts.

5.6.4 Identify behavior that could have averted a job-related conflict.

EOS 6. HAVE A KNOWLEDGE OF CAREER REQUIREMENTS FOR AREA(S) OF PERSONAL CHOICE.

6.1 Demonstrate a knowledge of the education and training needed for entry into different types of occupations.

6.1.2 Identify places to obtain the education and/or training required for a particular job.

6.1.3 Identify vocational, technical, and apprentice programs available in a given community

6.1.4 Identify the steps to take while in school to prepare for a long-range career goal.

6.2 Demonstrate a knowledge of the experience needed for entry into various occupations.

6.2.1 Identify the entry level of experience required for a particular job.

6.2.2 Identify places where an individual can obtain the experience necessary for a particular job.

6.3 Demonstrate a knowledge of the financial aspects of various occupations.

6.3.1 Identify the wage range and fringe benefits of a particular occupation.

6.3.2 Compare the wage ranges and fringe benefits of various occupations.

6.3.3 Determine the annual expenses (e.g., for licensing, bonding, union dues, uniforms, tools and equipment) of a specific occupation.

6.3.4 Compare the advantages and disadvantages of alternative forms of renumeration (e.g., salary, hourly, piecework, commission) in a particular occupation.

6.4 Demonstrate a knowledge of the physical requirements of various occupations.

6.4.1 Identify the physical requirements of a particular job.

6.4.2 Identify physical characteristics which can be factors in gaining employment (e.g., size, age, strength, dexterity).

6.5 Demonstrate a knowledge of the working conditions involved in various occupations.

6.5.1 Demonstrate a knowledge of the physical aspects of working conditions in a given occupation (e.g., inside/outside work, noise, hazards, extreme heat or cold, exposure to chemicals, cleanliness).

6.5.2 Identify the safety measures and devices related to a particular occupation.

6.5.3 Identify the typical hours and days of employment in a particular occupation.

6.5.4 Evaluate the non-physical aspects of a particular occupation which influence working conditions (e.g, stress, boredom).

6.6 Demonstrate a knowledge of locations of various occupations.

6.6.1 Identify the types of jobs available within a particular geographical location.

6.6.3 Compare the costs of living in different localities.

6.6.4 Evaluate various job locations in terms of personal, cultural, and life style preferences.

6.7 Demonstrate a knowledge of age and legal restrictions on various occupations.

6.7.1 Demonstrate a knowledge of age restrictions that would affect employment in a particular occupation (e.g., minimum job expectancy, retirement).

6.7.3 Identify the characteristics which could disqualify an applicant for a particular job.

EOS 7. BE ABLE TO DETERMINE PERSONAL CAREER OPPORTUNITY(S) CONSISTENT WITH ABILITIES AND VALUES.

7.1 Demonstrate an ability to assess personal occupational and career goals in terms of abilities, interests, values, education, and work experience required for various types of employment.

7.1.2 Relate personal leisure time activities to possible occupations.

7.1.3 Prioritize personal interests in relation to career goals.

7.1.4 Select the type of job that is suited to personal attitudes and skills.

7.1.5 Select jobs from help-wanted ads that meet individual interests and abilities.

7.2 Demonstrate an ability to acquire information about different types of occupations.

7.2.1 Identify methods of obtaining job information.

7.2.4 Demonstrate the ability to contact career information services concerning a personal career selection.

7.2.6 Identify the services offered by public and private employment agencies.

7.2.7 Compare the advantages and disadvantages of getting a job through public or private employment agencies.

7.3 Demonstrate a commitment to long-term career planning along with plans for periodic assessment.

7.3.1 Evaluate career plans by discussing personal career choices with a school counselor.

7.4 Demonstrate an understanding of the effect of retraining, or lack of it, on employment potential.

7.4.1 Identify available services related to training programs and jobs.

7.4.2 Demonstrate an understanding of the need for retraining in occupations which are undergoing technical change.

7.4.3 Identify the steps involved in acquiring retraining for a specific job.

7.6 Demonstrate a knowledge of vocational testing and counseling units in terms of the services they provide.

7.6.3 Identify the testing and counseling services offered by agencies serving various special groups.

7.7 Demonstrate an understanding of the benefits, other than monetary, of various occupational roles and settings.

7.7.1 Identify the benefits, other than financial, of a particular occupational area.

7.8 Demonstrate an ability to evaluate one's own job performance.

7.8.1 Conduct a self-evaluation based on the criteria on employee evaluation forms.

EOS 8. BE ABLE TO PROJECT THE PROBABILITY OF OBTAINING A JOB FROM AMONG CAREER OPPORTUNITIES.

8.1 Demonstrate a knowledge of the major types of employment available in the community.

8.1.1 Identify the major types of employment available in the community.

8.3 Demonstrate an ability to estimate the probability of one's attaining educational and career goals in today's job market.

8.3.1 Predict the probability of attaining an occupation of personal choice.

8.4 Demonstrate a knowledge of the resources necessary in implementing one's career plans.

8.4.1 Identify the resources which are useful in developing a career plan.

8.4.2 Outline a tentative plan to achieve personal career goals.

8.4.3 Identify the methods for evaluating an individual's career plan.

8.4.4 Compare the advantages and disadvantages of alternative career plans.

8.5 Demonstrate an ability to change or redesign career plans if appropriate.

8.5.1 Identify the personal factors that would lead an adult jobholder to change career plans.

8.5.2 Demonstrate a knowledge of opportunities for retraining that would enable an individual to change occupations in order to maximize existing skills.

CIVIC AND SOCIAL RESPONSIBILITIES

Students legally acquire adult status and recognition within a few years after leaving high school. This status involves a trust that the individual will actively, lawfully, and responsibly participate in the civic and social life of the community, state, and nation. This life role area is concerned with that trust and with the preparation that enables students to assume civic and social responsibilities.

Civic responsibilities refer to legal and political thought and action. Attention here is directed to the rights and responsibilities of individuals, the concepts associated with governance by law, and the skills and knowledge essential to the exercise of rights and the assumption of civic responsibility. For example, the concept of governance by law includes an understanding of the election process. One aspect of this competency concerns the United States Constitution and its amendments: its relationship to life, liberty, and the pursuit of happiness; the rights explicit and implied in the Constitution; and lawful ways to exercise and protect one's legal rights. Another aspect of governance by law involves the election process. Here the students learn about the procedures involved in voting and in being elected to office, how to read and understand various ballots, how to use voting machines, and how to register to vote.

Social responsibilities concern the constructive interaction between individuals and groups. Competencies for this area are designed to help the student perceive cultural diversity, become aware of processes of social change, and to understand various modes for constructive interaction with others. Competencies in this area help the student understand the values that give rise to the creation and perception of many social agencies, and they explore a variety of civic and social organizations designed to improve and enrich the lives of individuals.

Education for civic and social responsibilities also helps students understand the range of personal choice available in matters of a civic or social nature. Students learn to consider options in their decision making and problem solving activities, and to consider the role personal values play in their civic and social activities. They also have the opportunity to explore preferences in the larger context of community, state, and national public affairs.

The competencies included in this life role area are believed essential for effective functioning in adult civic and societal life. Moreover, because many students will move at least once and perhaps many times during adulthood, these competencies are believed readily applicable to civic life in all parts of the country and to social living in general.

CSR 1. HAVE A KNOWLEDGE OF SOCIAL AGENCIES AND THEIR ROLES IN PROVIDING PROGRAMS.

1.1 Demonstrate a spoken and written vocabulary related to community services and resources.

1.1.2 Define or use the terms and phrases related to community services and resources.

1.2 Demonstrate an understanding of how the activities performed by local, state, and federal agencies affect individuals.

1.2.1 Demonstrate an understanding of how local government agencies affect individuals.

1.2.2 Demonstrate an understanding of how state government agencies affect individuals.

1.2.5 Identify the appropriate programs at the local, state, and/or federal level available in the community which can provide specific services that are needed.

1.2.6 Analyze the relationship between governmental services and taxes.

1.3 Demonstrate a knowledge of the types of services provided by social agencies in the community.

1.3.1 Identify the agencies within the community which provide public safety services.

1.3.2 Identify the agencies within the community which provide public employment services.

1.3.4 Identify the services offered by privately funded and/or volunteer agencies.

1.4 Demonstrate an awareness of opportunities for individuals to participate in agency activities in non-recipient roles.

1.4.2 Identify the individual's role in public decision-making.

CSR 2. RECOGNIZE AND APPRECIATE CULTURAL DIVERSITY.

2.1 Demonstrate an understanding of one's own cultural heritage.

2.1.1 Identify one's own ethnic/cultural background.

2.2 Demonstrate a knowledge of other cultures and their contributions.

2.2.1 Identify contributions to society made by various religious groups.

2.2.2 Identify contributions to society made by various ethnic groups.

2.2.3 Identify contributions to society made by various special interest groups.

2.2.4 Identify contributions to society made by various political groups.

2.3 Demonstrate an understanding of the cultural factors that influence a citizen's role, life style, occupation, and housing opportunities.

2.3.1 Discuss the personal influence of an identifiable sub-culture (e.g., ethnic, age) on the individual's role as a citizen.

2.3.2 Discuss the personal influence of an identifiable sub-culture (e.g., ethnic, age) on the individual's choice of life style.

2.3.3 Discuss the personal influence of an identifiable sub-culture (e.g., ethnic, age) on the individual's choice of occupations.

2.3.4 Discuss the personal influence of an identifiable sub-culture (e.g., ethnic, age) on the individual's choice of housing.

2.3.5 Discuss the advantages and disadvantages of being bilingual/bi-cultural.

2.3.6 Relate the influence of cultural background to socio-economic status.

2.4 Demonstrate a knowledge of the types of cultural community facilities and activities available in the community.

2.4.2 Identify local library facilities and organizations.

2.5 Demonstrate an awareness of behavior appropriate in different cultural settings.

2.5.3 Identify examples of appropriate and inappropriate behavior in given cultural institutions and social settings.

2.5.4 Identify cultural differences which may cause conflicts.

CSR 3. BE AWARE OF PROCESSES OF SOCIAL CHANGE.

3.1 Demonstrate an understanding of the relationships between social or technological changes and social problems and issues.

3.1.1 Identify examples of social change.

3.1.2 Identify examples of technological change.

3.1.3 Analyze the effects of technological change on different facets of society.

3.1.5 Recognize social changes effected by government actions.

3.2 Demonstrate an understanding of the effects of environmental, political, social, and technological change upon the individual.

3.2.1 Analyze the effects of a given change in the environment upon the individual.

3.2.2 Analyze the effects of a given change in the political system upon the individual.

3.2.3 Analyze the effects of a special technological change upon the individual.

3.2.4 Analyze the effects of a specific social change upon the individual.

3.3 Demonstrate an ability to cope with change by choosing among possible alternatives.

3.3.1 Determine methods of coping with a given social change.

3.3.2 Determine a course of action for dealing with a given problem related to social change.

3.3.3 Predict the consequences of a course of action taken to deal with a problem related to social change.

3.4 Demonstrate an understanding of the ways in which the individual can influence political, social, and technological change.

3.4.3 Analyze the ways in which an individual's work can influence political, social, and technological changes in society.

3.5 Demonstrate an understanding of the advantages and disadvantages of change and status quo.

3.5.1 Demonstrate an understanding of how social expectations differ from one generation to another.

CSR 4. BE AWARE OF BIAS AND PREJUDICE.

4.1 Demonstrate an awareness of the existence of bias and prejudice.

4.1.1 Identify specific biases and prejudices (e.g., those based on physical characteristics, sexual preferences, age, religion, and culture).

4.1.2 Identify the consequences of bias and prejudice in hiring practices.

4.1.3 Identify the consequences of bias and prejudice in regard to housing.

4.1.4 Identify the consequences of bias and prejudice in regard to job mobility.

4.1.5 Identify the consequences of bias and prejudice in regard to economic mobility.

4.1.6 Identify the consequences of bias and prejudice in regard to social mobility.

4.1.7 Identify the consequences of bias and prejudice in marriage.

4.1.8 Identify the consequences of bias and prejudice in religion.

4.1.9 Identify the consequences of bias and prejudice in politics.

4.1.10 Demonstrate an understanding of how bias and prejudice affect people of various age groups.

4.1.11 Identify ways in which bias and prejudice affect handicapped individuals.

4.3 Demonstrate an understanding of the cultural factors that influence a citizen's role, life style, occupation, and housing opportunities.

4.3.1 Identify personal cultural factors that will influence the individual's life in the future (e.g., life style, occupation, housing opportunities).

4.4 Demonstrate an awareness of the absence or presence of bias or prejudice as presented through various communication modes.

4.4.3 Identify bias and prejudice that exist in various modes of communication (e.g., employment advertisements, fiction, cartoons, television programs, news reports, magazines, and textbooks).

4.5 Demonstrate an understanding of the influence of peer group behaviors on individual behavior related to bias and prejudice.

4.5.1 Demonstrate an understanding of the term peer group.

4.5.2 Identify an example of peer group influence.

4.5.4 Identify behaviors of one's own peer group which may reflect bias and/or prejudice.

4.5.5 Identify methods by which individuals and peer groups may avoid acting in a biased or prejudiced manner.

4.6 Demonstrate an awareness of verbal and non-verbal indicators of bias and prejudice.

4.6.1 Identify words or non-verbal expressions which may be offensive to the members of various ethnic or cultural groups.

4.6.2 Identify examples of changes in verbal and non-verbal communication which would reduce or eliminate bias and prejudice in a given situation.

CSR 5. RECOGNIZE AND SEEK TO ELIMINATE BIAS, PREJUDICE, AND UNJUST DISCRIMINATORY PRACTICES.

5.1 Demonstrate an awareness of existing unjust discriminatory practices, at the federal, state, community, and individual level.

5.1.1 Demonstrate an understanding of the function of a given federal, state, or local agency in curbing discriminatory practices.

5.1.2 Identify those social practices on an individual level which are discriminatory, from a list of examples.

5.1.3 Identify discriminatory housing practices.

5.1.4 Identify discriminatory practices in education.

5.1.5 Identify discriminatory business practices.

5.1.6 Specify ways to reduce or eliminate bias or prejudice in a given example of a mode of communication.

5.2 Demonstrate an understanding of the legal processes for arbitrating the rights and responsibilities of minority groups.

5.2.1 Demonstrate an understanding of how a given law relates to particular minorities (e.g., handicapped persons, minors).

5.2.2 Identify legal processes for eliminating discrimination in specific situations related to employment.

CSR 6. BE AWARE OF COMMUNITY RESOURCES AND THEIR FUNCTIONS.

6.1 Demonstrate a knowledge of the services which public utilities provide for the community.

6.1.1 Identify services provided for the community by specific public utilities.

6.1.2 Demonstrate a knowledge of how to obtain and maintain services provided by public utilities.

6.2 Demonstrate a knowledge of sources of legal aid in the community for individual citizens.

6.2.1 Identify legal assistance available in the local community.

6.2.2 Identify proper sources of legal assistance to aid in solving a particular problem.

6.3 Demonstrate a knowledge of the major types of transportation available to the community.

6.3.1 Identify local forms of transportation.

6.3.2 Identify the best type of transportation available in a given situation.

6.3.3 Compare the advantages and disadvantages of given forms of available transportation.

6.4 Demonstrate a knowledge of the types of recreational facilities and activities available in the community.

6.4.2 Identify recreational activities and facilities in a given community.

6.5 Demonstrate a knowledge of the available types of cultural facilities and activities in the community.

6.5.1 Identify factors affecting accessibility of various cultural facilities and activities in the community.

6.6 Demonstrate a knowledge of the types of health services available in the community.

6.6.1 Identify public health services in the local community.

6.7 Demonstrate a knowledge of the kinds of educational resources available in the community.

6.7.1 Identify educational resources in the local community.

6.8 Demonstrate an understanding of the functions and services of various agencies providing assistance to consumers.

6.8.1 Demonstrate an understanding of services provided by a particular consumer agency, given materials that describe the agency.

6.8.2 Identify appropriate ways of contacting agencies for assistance with a consumer problem.

6.8.3 Identify the appropriate agency to contact for assistance with a consumer problem.

6.9 Demonstrate a knowledge of agencies providing assistance for substance abuse.

6.9.1 Demonstrate a knowledge of the services provided by various substance abuse agencies.

6.9.2 Identify the appropriate agency to contact for assistance with a specific substance abuse problem.

6.10 Demonstrate an understanding of the role of the federal, state, and local governments in providing community resources.

6.10.1 Identify how the government at a federal, state, and/or local level provides community resources.

6.10.2 Identify the types of services and community resources provided by a particular government agency.

CSR 7. BE AWARE OF THE VARIOUS ROLES EACH INDIVIDUAL PLAYS WITHIN SOCIETY.

7.1 Demonstrate an understanding of how individual citizens can participate in local, state, and national political processes.

7.1.1 Demonstrate an understanding of how an individual citizen can participate in various political processes (e.g., registering to vote, voting, circulating petitions, demonstrating, lobbying, running for office, information-gathering for political campaigns, joining a pressure group).

7.2 Demonstrate an awareness of the cultural factors that influence an individual's role in society.

7.2.1 Demonstrate an understanding of how tradition influences the individual's role in society.

7.2.2 Demonstrate an understanding of how religion influences the individual's role in society.

7.2.3 Demonstrate an understanding of how sexual identities are influenced by cultural patterns.

7.2.4 Demonstrate an understanding of how ethnic heritage influences the individual's role in society.

7.3 Demonstrate an understanding of socio-economic factors that influence an individual's role in society.

7.3.2 Demonstrate an understanding of how social factors influence individual life styles (e.g., social acceptance, tradition, social status, etc.).

7.3.3 Analyze the ways in which economic factors influence individual life styles.

7.4 Demonstrate an understanding of the roles and responsibilities of membership in group activities.

7.4.1 Identify personal traits which influence relationships among members of a group.

7.4.2 Identify roles that exist within the membership of a group.

7.4.3 Identify responsibilities of group members in a group situation.

7.4.4 Identify ways in which participation in various groups influences life styles.

7.5 Demonstrate an understanding of the roles and responsibilities of membership in a family unit.

7.5.1 Identify the responsibilities of each member in a family unit.

7.6 Demonstrate an understanding of methods for resolving role conflicts.

7.6.1 Identify ways to resolve a given problem which involves role conflicts.

CSR 8. BE AWARE OF THE EFFECT OF INDIVIDUAL AND GROUP VALUES ON INDIVIDUALS AND SOCIETY.

8.1 Demonstrate an awareness of the cultural values which influence a citizen's role, life style, occupation, and housing opportunities.

8.1.1 Identify cultural factors which influence an individual's life style.

8.1.2 Identify cultural factors which influence housing.

8.1.3 Identify cultural factors which influence an individual's occupation.

8.2 Demonstrate an awareness of the different values which underlie common laws, rules, and regulations.

8.2.1 Identify the values underlying common laws.

8.3 Demonstrate an understanding of how special interest group values affect government and law.

8.3.1 Identify ways in which special interest groups can affect governmental operations.

8.3.2 Identify ways in which special interest groups can affect laws.

CSR 9. UNDERSTAND AND SUPPORT THE CONCEPT OF GOVERNANCE BY LAW.

9.1 Demonstrate an understanding of the origin, process, and purpose of laws and government by law.

9.1.1 Identify reasons why laws/rules were developed.

9.1.3 Recognize "unwritten laws" (mores) and/or written laws used throughout society.

9.2 Demonstrate an understanding of the fundamental structure and functions of federal, state and local government and its effect upon individuals.

9.2.4 Identify the basic functions of the federal government.

9.2.5 Identify the basic functions of state government.

9.2.6 Identify the basic functions of local government.

9.3 Demonstrate an understanding of how the U.S. Constitution, including the amendments, protect the rights of individual citizens.

9.3.2 Demonstrate an understanding of how the amendments to the U.S. Constitution protect the rights of individual citizens.

9.3.3 Identify the appropriate channels to go through to protect the legal rights of the individual.

9.4 Demonstrate an understanding of the election process in the United States.

9.4.1 Identify the procedures involved in voting.

9.4.3 Identify different kinds of election processes in the United States.

9.4.4 Demonstrate an understanding of the contents of a sample ballot (including referendum proposals).

9.4.5 Demonstrate an understanding of the process of voting on a hand machine ballot.

9.4.6 Demonstrate the ability to locate the place where one should vote.

9.5 Demonstrate an awareness of the different values which underlie common laws, rules, and regulations.

9.5.1 Identify the underlying values of various specific laws.

CSR 10. UNDERSTAND HOW TO EXERCISE LEGAL RIGHTS AND RESPONSIBILITIES.

10.1 Demonstrate a knowledge of vocabulary related to government and law.

10.1.1 Demonstrate an ability to define and use common legal terms.

10.2 Demonstrate an understanding of the ways individual citizens can participate in local, state and national political processes.

10.2.1 Demonstrate the ability to complete a voter registration form.

10.2.2 Identify the ways in which a citizen can become a member of a political party.

10.2.3 Identify the ways in which a citizen can become a member of a special interest group.

10.3 Demonstrate an understanding of the rights and responsibilities of buyer and seller in the marketplace.

10.3.1 Identify consumer practices which protect the buyer from fraudulent and deceptive practices perpetrated by the seller.

10.3.2 Identify fraudulent and deceptive practices in the selling of goods and services.

10.3.3 Define examples of terminology related to sales transactions.

10.3.4 Identify the legal rights of the seller in the marketplace, given information on collection, garnisheeing, repossessing, and financing.

10.3.5 Identify the responsibilities of the seller in the marketplace in relation to merchandising, packaging, storage, and quality.

10.3.6 Identify the legal rights and responsibilities of the buyer in the marketplace.

10.4 Demonstrate an understanding of consumer laws and regulations which protect individual citizens.

10.4.1 Identify laws designed to protect the rights of the consumer.

10.5 Demonstrate an understanding of the basic rights and responsibilities of citizens within our government and laws which affect these rights and responsibilities.

10.5.1 Identify laws that regulate a given recreational activity.

10.6 Demonstrate an understanding of the effects of organized political decision-making.

10.6.1 Demonstrate an understanding of the social and economic effects of a particular political decision.

10.7 Demonstrate an understanding of legal rights and responsibilities within the family unit environment.

10.7.1 Demonstrate an awareness of laws that protect minors from neglect and abuse.

10.7.2 Demonstrate an understanding of the legal rights of parents within the home.

10.7.3 Demonstrate an understanding of the legal rights of minors within the home.

10.8 Demonstrate an understanding of legal rights and responsibilities within the school environment.

10.8.1 Demonstrate an understanding of how the laws concerning privacy of student records apply to an individual's rights.

10.8.2 Identify the rights of handicapped students in public schools.

10.8.3 Recognize the rights of students to attend school.

10.8.4 Recognize the rights of students to participate in school activities.

10.8.5 Demonstrate an understanding of student grievance procedures.

10.8.6 Discuss school policies concerning student behavior and codes.

10.9 Demonstrate an understanding of health laws, rules, and regulations protecting individuals.

10.9.1 Identify communicable diseases against which students must be inoculated before attending school.

10.9.2 Identify instances in which health tests are required.

10.9.3 Identify the health reasons for health codes in school and on the job.

10.9.4 Demonstrate an understanding of the ways in which individuals are protected by health laws concerning occupations.

10.10 Demonstrate a knowledge of sources of legal aid in the community.

10.10.1 Demonstrate a knowledge of how to solicit assistance for one's legal rights.

10.10.2 Identify agencies which provide legal aid in the community.

10.11 Demonstrate an ability to insure consideration of one's legal rights in given situations.

10.11.1 List sources of legal aid available in the community.

CSR 11. BE ABLE TO USE PROBLEM-SOLVING AND DECISION-MAKING SKILLS IN CIVIC AND SOCIAL SITUATIONS.

11.1 Demonstrate an awareness of factors that may influence the decision-making process.

11.1.1 Analyze the ways in which emotions affect an individual's ability to make decisions.

11.1.2 Analyze the ways in which personal health affects an individual's ability to make decisions.

11.1.3 Analyze the ways in which socio-economic pressures affect an individual's ability to make decisions.

11.1.5 Analyze the ways in which personal experience affects an individual's ability to make decisions.

11.1.9 Demonstrate an understanding of the role of special interest groups in the American political system.

11.1.10 Demonstrate an understanding of the relationship between the media and the decision-making process.

11.2 Demonstrate an ability to find alternate solutions.

11.2.1 Identify the possible effects of alternative decisions in a specific situation.

11.2.2 Identify alternative causes of action in a situation involving conflict.

11.3 Demonstrate an awareness of emotions and logic as factors in problem-solving.

11.3.2 Identify conflicts between reason and emotion in a given situation.

CSR 12. UNDERSTAND THE INTERDEPENDENCE AND INTERRELATEDNESS OF INDIVIDUALS, GROUPS, AND NATIONS.

12.1 Demonstrate an understanding of the ways in which the U.S. government is involved in the affairs of foreign governments.

12.1.3 Demonstrate an understanding of the role of the United States in the United Nations.

12.1.6 Identify ways in which opposing ideologies may prevent global peace.

12.2 Demonstrate the skills necessary for participation in group decision-making.

12.2.1 Identify ways in which group pressure affects group decision-making.

12.2.2 Identify skills which facilitate group decision-making.

12.3 Demonstrate an understanding of the effects of social and technological change upon the individual, groups, and nations.

12.3.1 Identify the effects of social change upon individuals, groups, or nations.

12.3.2 Identify the effects of technological change upon individuals, groups, or nations.

12.5 Demonstrate an understanding of the legal process of establishing the rights and responsibilities of minority people.

12.5.1 Discuss affirmative action programs.

12.5.2 Discuss the rights of the handicapped.

12.5.3 Identify the specific constitutional safeguards that protect individuals in given situations.

12.5.4 Identify the rights guaranteed to the individual in the first ten amendments of the U.S. Constitution.

12.6 Demonstrate an understanding of the effects of human use of natural resources on the balance of nature.

12.6.1 Analyze the effects of the use of energy on the balance of nature.

12.6.3 Analyze the causes and/or effects of water and/or air pollution.

12.6.4 Differentiate between renewable and non-renewable resources.

AESTHETIC AND HUMANISTIC APPRECIATIONS

This life role area concerns that dimension of experience called appreciation. Being both cognitive and affective in nature, appreciation includes awareness, sensitivity, understanding, and the generation of values. The aesthetic domain encompasses the experiences that feed the imagination, expand perceptual capabilities, and stimulate the emergence of latent talents, increase understanding, and enrich one's emotional existence. The humanistic domain prompts an exploration of one's inner self, of one's relationship with others, of the meaning of one's existence, and of commonly shared aspects of the human condition.

Admittedly a broad and sometimes an elusive subject, appreciations of an aesthetic and humanistic nature are approached variously in life role education. The aesthetic competencies are designed to stimulate primary experiences of personal expression through the use of a range of materials and modes. The aesthetic competencies also expose the students to understand one's emotional reactions, and they challenge or reaffirm personal values through the representations created by someone else. For example, one facet of aesthetic education is sensory perception. Here attention is directed to the modes of sensory perception, environmental stimulation of senses, and the relationship between sensory perception and appreciation. A second focus concerns the physical properties and aesthetic qualities of art elements such as sound and motion. Aesthetic education helps students discover the relationship between specific elements of an artistic work and the work considered as a whole--for example, the relationship of sound to music or light to architecture or texture to weaving. Through aesthetic education students are given the opportunity to explore various artistic modes, to work with an array of materials, and to acquire experiences with creative expression.

The humanistically-oriented competencies concern ways of acquiring information about oneself and others and ways of guiding and encouraging oneself and others toward free and healthy development of individual potentials. For example, humanistic education encompasses an awareness of personal values and the ways in which people identify and strive to attain and/or keep that which they value. Humanistic education explores the idea of self-concept and the ways that individuals can enhance positive and realistic self-perceptions. Another aspect of humanistic appreciation helps students explore the nature and function of roles, factors affecting role changes over time, and factors influencing one's personal choice or roles in varying situations.

One of the salient characteristics of this life role area is that aesthetic and humanistic appreciations do not emerge in identical form or evolve in identical ways for all students. The recognition of individual diversity is explicit in this area. Within the context of diversity, however, the school can provide individualized instructional experiences to enrich each student's life. These experiences will aid students by increasing their capacity to use senses in experiencing their world, to sharpen their perception of the significance of those experiences, to explore humanistic concerns, and always to engage in the quest for self-realization.

AHA 1. UNDERSTAND HIS/HER OWN VALUE SYSTEM.

1.2 Demonstrate an understanding of the effect of values, beliefs, and attitudes upon an individual's behavior and behavior changes.

1.2.3 Demonstrate an understanding of the consequences of holding certain personal values.

AHA 2. UNDERSTAND THE VALUE SYSTEM OF OTHERS.

2.2 Demonstrate an understanding of the effect of values, beliefs, and attitudes upon individual and group behavior.

2.2.1 Identify the ways in which personal values, attitudes, and behavior have an impact on the behavior of another.

AHA 3. UNDERSTAND HIS/HER SELF-CONCEPT AND ITS INFLUENCE ON PERSONAL BEHAVIOR.

3.1 Demonstrate an understanding of how an individual's self-concept is developed.

3.1.1 Define self-concept in personal terms.

3.1.2 Analyze the relationship between self-concept and personal values and/or the values of others.

3.2 Demonstrate an understanding of how an individual's self-concept affects personal behavior and goals.

3.2.1 Demonstrate an understanding of how self-concept influences the setting and attainment of personal goals.

3.2.2 Associate personal behavior with attitudes towards self.

3.3 Demonstrate an ability to obtain and assess feedback on personal behavior.

3.3.1 Identify sources and methods for obtaining feedback on personal behavior.

3.3.3 Assess feedback on personal behavior.

3.5 Demonstrate an understanding of the types of experiences that might alter an individual's self-concept.

3.5.1 Identify experiences that could influence one's self-concept.

3.5.2 Identify ways of enhancing one's self-concept.

AHA 4. UNDERSTAND HOW PERCEPTION OF OTHERS AFFECTS PERSONAL BEHAVIOR.

4.1 Demonstrate an understanding of how personal attitudes, feelings, and behavior affect behavior toward other people.

4.1.1 Analyze the ways in which an individual's personal attitudes, behavior, and feelings affect behavior toward other people.

4.1.4 Determine the sources of personal attitudes and feelings toward others.

AHA 5. BE AWARE OF THE PERSONAL IMPLICATIONS OF VARIOUS LIFE ROLES.

5.1 Demonstrate an awareness of factors that affect roles in society.

5.1.1 Define the concept of role in society.

5.1.2 Identify potential roles in society.

5.1.3 Identify factors which influence roles in society.

5.1.4 Identify personal roles which the individual can assume.

5.1.5 Identify factors that influence an individual's choice of roles in different situations.

AHA 9. BE AWARE OF ALTERNATIVE USES OF LEISURE TIME.

9.1 Demonstrate an awareness of leisure-time activities which meet emotional, intellectual, physical, social, and aesthetic needs.

9.1.1 Identify leisure activities which may satisfy certain personal needs.

9.4 Demonstrate an understanding of one's own leisure-time options in terms of personal needs, resources, and skills.

9.4.1 Compare leisure-time activities on the basis of cost, availability, necessary skills or training, required equipment, and personal considerations.

9.4.2 Identify leisure-time activities that can take place in the home.

9.5 Demonstrate an awareness of opportunities for lifelong personal growth and development.

9.5.3 Identify community resources that can assist an individual in lifelong growth and development (e.g., foster grandparents, working with preschool or learning disabled children).

9.7 Demonstrate a balance in the use of one's time.

9.7.1 Demonstrate an understanding of how personal time is balanced according to personal obligations, needs, goals, leisure, and priorities.

AHA 10. PROCESS INTERPERSONAL SKILLS NEEDED IN INTERACTING WITH OTHERS.

10.1 Demonstrate an ability to listen and to seek clarification of the communications of others.

10.1.3 Demonstrate an ability to follow oral directions.

10.2 Demonstrate an ability to treat others with patience, tolerance, and understanding.

10.2.2 Identify instances when being more patient, tolerant, or understanding would have improved a situation.

10.2.3 Identify how behavior in a given situation can evoke responses in others.

10.4 Demonstrate an ability to verbalize feelings and to communicate them when appropriate.

10.4.1 Identify words (such as angry, fearful, happy, excited, etc.) which describe feelings and emotions.

10.4.2 Distinguish among various degrees of emotions and feelings.

10.4.3 Identify situations that could produce specific feelings and emotions.

10.4.5 Identify effective and ineffective ways to communicate feelings verbally in individual and group situations.

10.4.6 Predict the consequences of expressing certain emotions in personal or social circumstances.

10.6 Demonstrate an understanding of the value of reliability, honesty, and flexibility in dealing with others.

10.6.3 Predict the short- and long-term consequences of reliability, honesty, and flexibility.

10.7 Demonstrate concern for the welfare of others.

10.7.1 Identify basic human needs.

10.7.2 Demonstrate an understanding of the human needs manifest in a given situation.

AHA 12. APPRECIATE, CREATE, AND EVALUATE NON-VERBAL COMMUNICATIONS.

12.1 Demonstrate an understanding of the influence of non-verbal communications and the arts upon individual and group behavior.

12.1.1 Identify various forms of non-verbal communication.

12.1.2 Identify possible behavioral outcomes resulting from various forms of non-verbal communication and art.

12.1.3 Demonstrate an understanding of how non-verbal communication may be open to a variety of interpretations.

12.2 Demonstrate an ability to use non-verbal communication skills to express ideas, information, and feelings.

12.2.1 Identify the various ways in which non-verbal communication can be used to express ideas, information, and feelings.

12.2.2 Demonstrate an ability to use non-verbal communication skills.

AHA 14. APPRECIATE THE RELATIONSHIPS BETWEEN INDIVIDUAL FREEDOM AND RESPONSIBILITY.

14.1 Demonstrate personal responsibility for one's own decisions.

14.1.1 Demonstrate an understanding of personal responsibility concerning the consequences of personal decisions.

PERSONAL AND FAMILY MANAGEMENT

Under whatever conditions children grow, they learn to cope with others in one way or another. To varying degrees, they acquire skills and develop their abilities. This development and the attitudes that emerge are important to the expression of personal needs and to the achievement of personal satisfaction. The management of physical and emotional growth and the achievement of satisfaction both alone and in a family, are the focus of Personal and Family Management.

The competencies for physical health concern such subjects as the basic systems of the body and their function, principles of nutrition, dietary planning, preventive care of physical health, first aid and emergency treatment, and accident prevention. For example, one facet of Personal and Family Management education is the recognition of and response to physical needs. Specific skills include a working vocabulary related to various aspects of physical health, recognition of symptoms of illness, the ability to obtain appropriate professional assistance when needed, and the ability to follow directions in applying prescribed treatments.

The emotional health competencies help students approach their lives constructively and creatively. For example, one set of objectives relates to the concept of choice and personal decision making. This area covers decision making processes, factors that may influence personal choice, and stylistic issues arising as one changes and matures.

Family management competencies concern family structure and function, economic considerations, and supportive community services. For example, economic considerations involve managing personal income, careful shopping and buying, using consumer guides and catalogues, caring for and maintaining consumer goods, and determining and meeting individual and family housing needs.

The life role area of Personal and Family Management is complex. It is beyond the responsibility of the school to prescribe the content of thought or the pattern of behavior relevant to the way individuals choose to organize and experience their lives. It is within the scope of educational programming, however, to recognize the importance of this aspect of adult living, to encourage individual awareness of alternatives and consequences, and to share with other institutions the effort to encourage and nurture skills and abilities believed fundamental to the individual pursuit of personal happinesss.

PFM 1. RECOGNIZE AND RESPOND TO PERSONAL PHYSICAL, SOCIAL, MENTAL AND EMOTIONAL NEEDS AND TO THOSE OF FAMILY MEMBERS.

1.2 Demonstrate a knowledge of common health terms, medical terms and abbreviations.

1.2.1 Define common terms related to first aid (e.g., trauma, smelling salts, abrasion).

1.2.3 Interpret the instructions on labels of both prescription and nonprescription medicines.

1.2.6 Identify diseases for which immunization is currently available.

1.2.10 Define the medical words and symbols related to danger and/or warning signs.

1.3 Demonstrate a knowledge of appropriate sources of assistance for physical, social, mental and emotional health needs.

1.3.1 Identify the appropriate sources of assistance within the community for a given physical health need.

1.3.3 Identify the appropriate sources of assistance within the community for a given mental or emotional health need.

1.4 Demonstrate the ability to notify and obtain the assistance of appropriate professional help in emergency situations.

1.4.1 Identify agencies which offer assistance in emergency situations.

1.4.2 Identify persons and agencies to whom emergencies should be reported.

1.5 Demonstrate the ability to report the symptoms of illness to health care officials.

1.5.2 Demonstrate the ability to assess the status of vital signs (e.g., respiration, temperature, pulse).

1.5.3 Demonstrate an ability to recognize changes in the skin, eyes, digestive system, and behavior that are signs of illness.

1.5.4 Demonstrate an ability to report the location, intensity, duration, and constancy of symptoms of pain.

1.6 Demonstrate the ability to follow a doctor's directions in applying treatments.

1.6.1 Demonstrate the ability to carry out a home treatment as directly orally by a health care official.

1.6.2 Demonstrate the ability to carry out a home treatment according to written directions from a health care official.

1.8 Demonstrate a knowledge of basic safety measures which can prevent accidents and injuries.

1.8.1 Identify ways to prevent hazardous situations from occurring.

1.8.3 Identify possible sources of accidents within the home.

1.8.5 Identify first aid measures that should be taken in particular hazardous situations.

1.9 Demonstrate an understanding of the physical and emotional processes of reproduction, pregnancy, and the importance of pre-natal and post-natal care for the mother and the newborn.

1.9.2 Identify the parts of the male and female reproductive systems using illustrations or charts.

1.9.3 Demonstrate an understanding of the process of conception.

1.9.4 Recognize the signs and symptoms of pregnancy.

1.9.5 Identify the procedures involved in pre-natal care.

1.9.7 Demonstrate a knowledge of the physical changes in the mother which occur during the different stages of pregnancy.

1.9.8 Recognize the problems of pregnancy that require medical attention.

1.9.11 Demonstrate an understanding of how to meet the emotional needs of the newborn.

1.9.12 Identify the means for meeting the physical needs of a newborn infant.

1.9.13 Analyze the emotional effects of pregnancy on the family unit and its individual members during the pre- and post-natal period.

1.9.14 Identify the physical needs of the mother for post-natal care.

1.9.15 Identify the emotional needs of the mother for post-natal care.

1.10 Demonstrate an understanding of desirable emotional and physical health practices conducive to preventive care and health maintenance.

1.10.1 Identify the practices required to prevent the spread of communicable diseases.

1.10.3 Identify the needs for physical exercise and rest in maintaining good health.

1.10.4 Demonstrate a knowledge of the recommended daily and periodic dental care procedures.

1.10.5 Demonstrate an understanding of the importance of periodic medical checkups.

1.10.6 Distinguish between sanitary and unsanitary practices and conditions.

1.10.7 Identify behavioral skills necessary for maintaining good mental health.

1.11 Demonstrate the ability to apply first aid techniques and administer treatment in emergency situations.

1.11.1 Identify situations which require emergency first aid.

1.11.3 Demonstrate a knowledge of the techniques recommended by the Red Cross for responding to emergency situations.

1.12 Demonstrate a knowledge of basic nutritional needs and proper dietary planning.

1.12.2 Demonstrate the ability to plan weekly menus that satisfy basic nutritional needs.

1.12.3 Plan a shopping list that takes into consideration food value and economy.

1.12.5 Identify appropriate methods of food preparation and storage.

1.13 Demonstrate an understanding of desirable dental care practices.

1.13.1 Demonstrate a knowledge of the proper techniques for brushing and flossing teeth.

1.13.2 Plan an annual dental health care program.

1.13.3 Identify the causes and effects of tooth and gum disease.

1.14 Demonstrate an understanding of desirable personal hygiene practices.

1.14.1 Identify the pratices required for personal hygiene.

1.14.2 Identify the symptoms of diseases associated with a lack of personal hygiene.

1.14.3 Identify the causes of diseases associated with a lack of personal hygiene.

1.16 Demonstrate an understanding of stress reduction techniques for self or family members.

1.16.1 Identify the sources of stress.

1.16.2 Identify ways to reduce non-productive anxiety.

1.16.3 Identify acceptable outlets for emotional tension.

1.16.4 Determine the need for outside counseling in stressful situations.

PFM 2. MAKE PERSONAL DECISIONS BASED UPON THE KNOWLEDGE OF INDIVIDUAL STRENGTHS AND LIMITATIONS.

2.1 Demonstrate an awareness of individual characteristics which may affect learning.

2.1.1 Analyze the effects of an individual's intellectual characteristics on learning (e.g., readiness, imagination, curiosity, aptitude).

2.1.2 Analyze the effects of an individual's emotional characteristics on learning (e.g., fears, security, motivations, attitude, self-concept, stress, pre-occupation).

2.1.3 Analyze the effects of an individual's physical characteristics on learning (e.g., disability, illness, substance abuse, chronic disorders, lack of sleep, improper diet).

2.1.4 Analyze the effects of social characteristics on an individual's learning (e.g., peer pressure, media influence, family expectations).

2.2 Demonstrate an understanding of how an individual's self-concept affects his/her behavior and personal goals.

2.2.1 Demonstrate an understanding of self-concept.

2.2.4 Analyze the ways in which self-concept affects behavior.

2.2.5 Analyze the ways in which self-concept affects personal goals.

2.3 Demonstrate an ability to evaluate one's options in terms of needs, resources, and skills.

2.3.1 Identify personal needs.

2.3.2 Identify personal resources.

2.3.3 Identify personal skills.

2.3.4 Analyze the ways in which the presence or absence of personal skills can affect the options available to an individual.

2.3.5 Analyze the ways in which the presence or absence of personal resources can affect the options available to an individual (e.g., money, personal contacts, status, coping skills).

2.3.6 Analyze the ways in which personal needs can affect the options available to an individual.

2.3.7 Evaluate possible options according to personal needs, resources, and skills in order to make a decision.

2.4 Demonstrate an understanding of the basic steps of a decision-making process in assessing personal strengths and limitations.

2.4.3 Identify perceived strengths (including intellectual, academic, physical, and emotional strengths) and discuss possible ways of best using these strengths, using the decision-making process.

2.6 Demonstrate an ability to formulate action plans for implementing personal decisions.

2.6.1 Identify the resources and skills needed to implement a plan of action that has been decided upon.

2.6.2 Identify the steps involved in implementing a plan of action that has been decided upon.

2.6.3 Predict the probable consequences of a particular plan of action.

2.7 Demonstrate an ability to differentiate between one's self-expectations and expectations of one's self held by others.

2.7.2 Identify the expectations of one's self held by others.

2.7.3 Compare self-expectations with others' expectations of one's self.

PFM 3. APPLY DECISION-MAKING PROCESSES WITHIN THE FAMILY STRUCTURE.

3.1 Demonstrate an understanding of the concept of planned parenthood.

3.1.3 Locate community sources for assistance in family planning.

3.1.4 Identify the family planning responsibilities of the male and/or female in a given situation.

PFM 4. USE PERSONAL, SOICAL, AND ECONOMIC RESOURCES TO MEET INDIVIDUAL AND FAMILY NEEDS.

4.1 Demonstrate an understanding of the relationship between occupations and life style.

4.1.1 Analyze the effects of specific jobs and working conditions on individual life style.

4.1.2 Analyze the ways in which life style can influence a person's choice of occupation.

4.2 Demonstrate an understanding of the impact of employment and unemployment on the family and its members.

4.2.1 Analyze the social psychological effects of a change in employment status on a family.

4.2.2 Analyze the economic effects of a change in employment status on a family.

4.7 Demonstrate an ability to plan realistic budgets for families with different needs and resources.

4.7.1 Prepare a realistic budget for a given family situation.

4.8 Demonstrate an understanding of the economic factors involved in caring for and maintaining consumer goods.

4.8.1 Identify the ecomonic factors involved in the care and maintenance of consumer goods.

4.9 Demonstrate an ability to determine individual or family housing needs and describe how to obtain affordable housing to meet those needs.

4.9.1 Analyze housing alternatives on the basis of a prepared individual/family budget to meet personal/family needs.

4.9.2 Identify the legal and financial steps involved in buying or renting a home.

4.11 Demonstrate an awareness of basic home maintenance and repair tasks.

4.11.1 Identify maintenance and repairs need in the home.

4.11.2 Identify community resources available for home maintenance and repairs.

4.12 Demonstrate an understanding of the financial aspects of motor vehicle ownership and maintenance.

4.12.3 Determine the costs involved in insuring, maintaining, repairing, and operating a car.

4.12.6 Select the most economic way to finance the purchase of a motor vehicle by evaluating the credit terms available from various financial institutions.

4.13 Demonstrate an ability to keep accurate financial records.

4.13.1 Identify the kinds of receipts that should be retained and for how long.

4.13.2 Identify the records needed to complete federal, state, and local income tax forms.

4.13.3 Prepare accurate financial records based on income and expenses.

4.15 Demonstrate the ability to evaluate one's own educational options in terms of needs, resources, and skills.

4.15.2 Analyze personal skill competencies in terms of how they pertain to one's educational options.

PFM 5. APPLY BUSINESS-LEGAL PROCEDURES TO MEET INDIVIDUAL AND FAMILY NEEDS.

5.2 Demonstrate an understanding of the variety and importance of legal documents needed by individuals.

5.2.2 Identify the purposes of legal documents.

5.2.4 Explain the importance of various legal documents.

5.3 Demonstrate a knowledge of community resources which serve the legal needs of individuals and families.

5.3.1 Identify community resources which provide legal assistance.

5.6 Demonstrate an awareness of fraudulent and deceptive marketing and retailing practices.

5.6.1 Identify consumer practices which protect the buyer from fraudulent and deceptive business practices.

5.6.2 Identify fraudulent and deceptive practices in the selling of goods and services.

5.8 Demonstrate an understanding of the rights and responsibilities of buyer and seller in the marketplace.

5.8.2 Identify the responsibilities of the consumer in the marketplace.

5.8.3 Interpret implied and expressed responsibilities in a contractual agreement.

5.8.4 Identify consumer protection measures which deal with a given consumer complaint.

5.10 Demonstrate an understanding of credit management and be able to apply for and use credit effectively.

5.10.1 Compare the advantages and disadvantages of using credit.

5.10.2 Identify the factors involved in maintaining a good credit rating.

5.10.3 Estimate the amount of credit a given family can manage.

5.10.4 Complete a credit application.

5.14 Demonstrate correct use of typical banking services that aid in personal money management.

5.14.1 Demonstrate the ability to use and manage a checking account.

5.14.2 Demonstrate the ability to use and manage a savings account.

5.15 Demonstrate an understanding of the ways in which family finances and future employability are affected by credit records.

5.15.1 Analyze the ways in which family finances can be affected by credit records.

5.15.2 Analyze the ways in which future employability can be affected by credit records.

5.16 Demonstrate a knowledge of purposes and sources of public assistance.

5.16.1 Identify the appropriate services to meet a particular need for public assistance.

PFM 6. RECOGNIZE AND EVALUATE OPPORTUNITIES FOR PERSONAL GROWTH THROUGHOUT LIFE.

6.1 Demonstrate study/research skills necessary to engage in self-directed lifelong learning.

6.1.1 Identify methods of obtaining information necessary for continuing learning.

6.1.2 Identify sources of obtaining information necessary for continuing learning.

6.2 Demonstrate an understanding of procedures involved in preparing for significant life events.

6.2.1 Identify examples of significant life events.

6.4 Demonstrate an ability to set, implement and reassess long-range personal goals.

6.4.1 Identify long-range personal goals.

PFM 7. APPLY THE KNOWLEDGE OF HUMAN GROWTH AND DEVELOPMENT TO FAMILY LIVING.

7.1 Demonstrate an understanding of child-rearing practices that contribute to the health and welfare of the child.

7.1.1 Identify common childhood diseases and their symptoms.

7.1.2 Identify the immunizations that children should have at different ages.

7.1.3 Identify sites in the community where immunizations may be obtained.

7.1.4 Identify ways to prevent childhood accidents.

7.1.5 Identify instances of child abuse and neglect.

7.1.6 Demonstrate an understanding of the methods of discipline appropriate to the growth and development of a child.

7.2 Demonstrate a basic understanding of human growth and development.

7.2.1 Demonstrate a knowledge of the physical, emotional, social, and intellectual development of the infant.

7.2.2 Demonstrate a knowledge of the physical, emotional, social, and intellectual development of the child.

7.2.3 Demonstrate a knowledge of the physical, emotional, social, and intellectual development of the adolescent.

7.4 Demonstrate an understanding of exceptional physical, emotional, and mental characteristics which may affect human development and learning.

7.4.1 Identify physical characteristics which can affect individual development and learning.

7.4.2 Identify emotional characteristics which can affect individual development and learning.

7.4.3 Identify mental characteristics which can affect individual development and learning.

7.5 Demonstrate an understanding of fundamental physical and psychological preventive health care and health maintenance practices.

7.5.1 Identify mental health practices.

7.5.2 Identify signs and symptoms of common diseases.

7.5.4 Demonstrate a knowledge of the treatment of substance abuse.

7.5.5 Evaluate the need for medical advice for given conditions related to health.

7.7 Demonstrate an understanding of the ways in which heredity and environment can affect human development and individual health.

7.7.1 Identify hereditary factors which affect health and human development.

7.7.2 Identify environmental factors which affect health and human development.

PFM 8. UNDERSTAND THE RELATIONSHIP BETWEEN PERSONAL VALUES AND FAMILY STRUCTURES.

8.1 Demonstrate an understanding of personal, family, and social problems related to substance abuse.

8.1.2 Identify the physical, psychological, and social effects of substance abuse.

8.4 Demonstrate an ability to cope with change by using acceptable alternatives.

8.4.1 Analyze the ways in which a family member can cope with changes in employment.

8.4.2 Analyze the ways in which a family member can cope with changes in health.

8.4.3 Analyze the ways in which a family member can cope with changes in family structure.

8.6 Demonstrate an ability to deal with significant emotional events which affect the family structure.

8.6.1 Identify emotional events which can affect the family structure.

8.6.2 Identify the effects of a particular significant event on the family.

8.6.3 Identify alternative strategies for coping with an emotional event which affects the family structure.

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OBJECTIVES REVIEW:

Don Burke
Michigan State University

Dawn Dickie
East Lansing Public Schools

Mary Grummon
East Lansing Public Schools

Charlotte Koger
East Lansing Public Schools

Gene Kyle
Charlotte Public Schools

Frances Loose
Okemos Public Schools

C.F. Schesky
Jackson Public Schools

TEST ITEM & ASSESSMENT PACKAGE DEVELOPMENT:

Jane Bailey
Holt Public Schools

Don Burke
Michigan State University

Thomas Caldwell
Charlevoix-Emmet ISD

Steve Carlson
Michigan State University

Jerry Campbell
Battle Creek Public Schools

TEST ITEM & ASSESSMENT PACKAGE DEVELOPMENT:

Jackie Garno
Lansing Public Schools

Irene Gromek
Macomb ISD

Sherrel Haight
Central Michigan University

James Hechlik
Warren Consolidated Schools

Cathy Klaer
Benton Harbor Area Schools

Sandra North
Redford Union Schools

Jerri Rose
Michigan School for the Deaf

Jeff Siegel
Berrien County ISD

Jody Smith
Eastern Michigan University

Lyn Swanson
Charlotte Public Schools

David Warren
Michigan School for the Deaf

Charles Weir
Michigan School for the Blind

PILOT TEST ADMINISTRATION:

Jim Bastian
Brighton Public Schools

Sally Bouchard
Eaton ISD

Steve Bronson
Detroit Public Schools

Patti Bushway
Lincoln Park School District

Linda Corell
Grand Rapids Public Schools

Shirley Foster
Detroit Public Schools

Denise Fox
Ingham ISD

Carol Godziszewski
Warren Consolidated Schools

Fran Graves
Michigan School for the Blind

Ann Grucz
Bloomfield Hills Public Schools

Marilyn Hanson
West Saginaw County Service Area

Bill Hartl
West Saginaw County Service Area

Doris Haskins
Detroit Public Schools

Kipp Hogan
Southern Saginaw County Service Area

Lucille Jensen
Central Montcalm Public Schools

Elaine Kalbarczyk
Jackson ISD

Bill Kennedy
Niles Public Schools

Cathy Klaer
Benton Harbor Area Schools

Andrea Larson
Flint Community Schools

Terry Leaga
Redford Union Schools

Wally LeBlanc
Livingston ISD

Reatha Lockhart
Lansing Public Schools

Tim Lont
Holland Public Schools

Margaret Maxwell
West Saginaw County Service Area

Fran Miller
Grand Rapids Public Schools

Judy Mock
Detroit Public Schools

Rosemary Murphy
Hartland Consolidated Schools

Jim Roberts
Jackson ISD

Paul Schimmick
Bloomfield Hills Public Schools

Truman Smith
Harper Creek Schools

Nancy Sommerville
Lincoln Park School District

Joe Sura
Muskegon Area ISD

Lyn Swanson
Charlotte Public Schools

Richard Warnick
Flint Community Schools

Toni Wood
Charlevoix-Emmet ISD

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* * * * * * *

David L. Donovan, Assistant Superintendent
Technical Assistance and Evaluation

Edward D. Roeber, Supervisor
Michigan Educational Assessment Program

* * * * * * *

Edward L. Birch, Director
Special Education Services

Theodore R. Beck, Supervisor
Training, Curriculum, and Monitoring Program

* * * * * * *

Project Staff:
Sharif Shakrani, Director
Caroline Kirby
Jeffrey Case
James Rudolph

Typist:
Pamela Fox

* * * * * * *

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